

## **Response to Literature Background Information Grade One**

### **Literary Connections**

Students respond to literature through authentic literacy activities on a daily basis in Reader's and Writer's Workshop. Authentic literacy activities are strategies that allow students to make connections to literature such as artwork, reenactments, retelling, written responses, character studies, story maps and book comparisons.

- We learn to respond to literature by summarizing, retelling, and reenacting stories, songs, poems, etc. to develop comprehension
- WE learn to respond to literature by making comparisons of texts.
- WE learn to respond to literature by making text to self and text to text connections. Text to self connections are personal connections the reader make to that which is being read. Text to text connections are connections made between the text being read and other texts.
- We learn to respond to literature by justifying our claims/interpretations to the text read.

### **Reader's/Writer's Workshop**

Mini-lesson

7-10 minutes

Work time and teacher conferencing

40+ minutes

Closure

5-10 minutes

### **Techniques (Key Ideas) Defined**

Retelling: Understanding, recalling, reconstructing, and then sharing the salient features of a text listened to or read independently.

Evaluation: Providing a personal critique or claim about a text.

Text-to-self connection: Making a personal link between the text and the reader's life.

Text-to-text connection: Finding common features in two or more books.

Text-to-world connection: Finding big ideas or themes in a text that relate to the real world.



## **Background Information**

The response to literature study is a five week study that will focus on 4 types of responses and includes rubric development. The first four weeks will focus on different types of responses, while the fifth week focuses on developing the rubric. Responses to literature will be one of the authentic literacy activities utilized during Reader's and Writer's Workshop.

Students will develop a variety of strategies in response to literature through written and oral forms demonstrating comprehension through interpretation, analysis and evaluation.

## **Assumptions**

- Learners respond to literature often times by making comparisons of text.
- Learners respond to literature by making text to self, text and text to world connections.
- Learners respond to literature by justifying claims using evidence found in the text.

## **Teaching Objectives**

To have students develop comprehension by:

- Thinking as they read
- Making personal connections and text comparisons to what they read
- Learning to reenact, retell and summarize what they have read
- Justifying their interpretations of the text
- Acquiring the habit of responding to literature in varied ways
- Keeping a response notebook

## **Homework**

On most nights, students will have assigned homework where they:

- Respond to literature in response notebooks
- Read literature at home for classroom response

## **Lesson Sequence**

Each week will have an overall goal as well as a series of mini-lessons and homework.

### **Week One**

Developing oral and written responses through demonstration and practice with a focus on the favorite part of the story

### **Week Two**

Communicating an oral response into a written form by relating literature to the child's own life through text to self connections

### **Week Three**

Developing responses to stories read or listened to through summaries.

### **Week Four**

Noting similarities and differences between texts through text to text connections.

### **Week Five**

Developing a response to literature rubric.



## Suggested Resources

### 1. Oral Responses

*Good Dog, Carl* by Alexandra Day  
*Pancakes for Breakfast* by Tomie de Paola  
*Do You want to be my Friend?* by Eric Carle  
*I Can't Sleep* by Philippe Dumasquier  
*Little Red Riding Hood* by John Goodall  
*Rosie's Walk/ El paseo de Rosie* by Pat Hutchins  
*The Snowman/El muneco de nieve* by Raymond Briggs  
*The Napping House* by Audry Wood  
*The Three Bears*  
*The Three Little Pigs*  
*The Little Red*  
*The Three Billy Goats*

### 2. Text to Self Connections

*My Ol' Man* by Patricia Polacco  
*Peter's Chai/La silla de Pedror* by Ezra Jack Keats  
*When I was Little/Cuando yo era pequena* by Jamie Lee Curtis  
*Chrysanthemum/Crisantemo* by Kevin Henkes  
*Julius the Baby of the World/Julius el rey del mundo* by Kevin Henkes  
*The Art Lesson/La clase de dibujo* by Tomie de Paola  
*Wilfred Gordon McDonald Partridge/Guillermo Jorge Manuel Jose* by Mem Fox  
*The Birthday Present* by Eric Carle  
*Pictures* by Carmen Lomas Garza  
*In My Family/En la familia* by Carmen Lomas Garza  
*The Relatives Came* by Cynthia Rylant  
*Chester's Way* by Kevin Henkes  
*Lily's Purple Plastic Purse/Lily y su bolsa de plastico morado* by Kevin Henkes  
*A Gift for Tia Rosa* by Karen T. Taha  
*Now One Foot, Now the Other/Un pasito y otro pasito* by Tomie de Paola  
*Noisy Nora/Nora la revoltosa* by Rosemary Wells

### 3. Text to text connections

*If you Give a Moose a Muffin/Si le das un panecillo a un alce* by Laura Numeroff  
*If you Give a Mouse a Cookie/Si le das un panqueque una cerdita* by Laura Numeroff  
*If you Give a Pig a Pancake/Si le das una galleta a un raton* by Laura Numeroff  
*The Three Bears/Los tres osos*  
*The Three Little Pigs/Los tres cerditos*  
*The Three Billy Goats Gruff/Los tres chivos y el ogro gruon*  
*Little Red Riding Hood/Caperusita roja*



#### **4. Professional Resources**

*On Solid Ground* by Sharon Taberski

*Mosaic of Thought* by Keen and Zimmerman

*The Read Aloud Handbook* by Jim Trelease

*The Art of Teaching Reading* by Lucy Calkins

*Reading and Writing Grade by Grade: Primary Literacy Standards* by NCEE

*Read On: A Conference Approach to Reading* by Hornsby, Sukarna and Parry

#### **3. Touchstone Texts**

*The Art Lesson* by Tomie de Paola

*Now One Foot, Now the Other* by Tomie de Paola

*The Very Hungry Caterpillar/La mariquita malhumoradar* by Eric Carle

*Lily's Purple Plastic Purse* by Kevin Henkes



Response to Literature  
Grade One  
Favorite Part  
Week 1 – Day 1

**Mini-Lesson Goal**

Identify and tell favorite part of the story to improve comprehension.

**TEKS:** 1.1A; 1.1E; 1.2A; 1.3A; 1.4B,D; 1.12A; 1.14B; 1.16A

**Materials Needed**

Book from Resource List

Writing/drawing paper

Pencils/Crayons/Markers

**Mini-Lesson**

**Connection**

When students listen to a story, there is usually one part that they like the best. At the end of the story students will be asked to share their favorite part.

**Teach**

In responding to literature, the “reader must reconstruct the author’s meaning and can only do this by relating what they are reading to their own knowledge, experience, and emotions.”

(Hornsby, et al., 1988)

The teacher reads the selected story aloud to the students. The Teacher models choosing his/her favorite part and explains why.

**Active Involvement**

Ask students to close their eyes and think about their favorite part of the story. Have students turn to a partner and share with that person their favorite part of the story. Then the teachers asks a few students to share with the whole class.

**Link**

Send students off to draw and write about their favorite part of the story.

**Writing time / Conferring Time**

The teacher circulates through the room looking for students who are having difficulty drawing or writing about their favorite part. He/she should encourage the students by probing for a visual image. The teacher should also monitor for details in the student’s writing or drawing.

**Closing**

Gather all students in the gathering area. Ask selected students to share their writing or drawing with the class. After sharing, remind students that everyone may have a different favorite part of the story. There are no right or wrong answers.



Follow Lesson Sequence throughout the week.

**Lesson Two**

Continue identifying and sharing favorite parts of the story with different books each day and by focusing on elaboration of verbal responses. Choose varied students to share throughout the week.

**Lesson Three**

Teach adding details to the writing or drawing as it correlates to the students' elaborated verbal responses.

**Lesson Four**

The teacher models how to label a drawing of a favorite part of the story. The teacher encourages those students who are ready to incorporate text into their drawing.

**Lesson Five**

Students continue adding detailed text to drawings.



**Response to Literature**  
**First Grade**  
Text to Self Connections  
Week 2 – Day 1

**Mini-Lesson Goal**

Students will make connections with their personal lives to what they read or has been read to them in order to improve comprehension.

**TEKS:** 1.16 A, B; 1.12 A, C, F; 1.13 A, D; 1.15 C

**Materials Needed**

Books from the Resource List  
Writing/Drawing paper  
Pencils/Crayons/Markers

**Mini-Lesson**

**Connection**

Point out that when students listen to a story, sometimes parts of the story will remind them of something in their lives. When this happens, they are making a text to self connection.

**Teach**

The teacher reads a story aloud to the students. The teacher models with a think aloud how he/she makes a connection from the story to his/her own life. Then the teacher models a written response using a response sheet or response notebook.

**Active Involvement**

The teacher elicits verbal text to self connections from the students. Have students turn and share with the person sitting next to them a text to self connection. Have a few students share with the whole class.

**Link**

Send students off to write their text to self connection in either their response notebooks or on a response sheet.

**Writing time / Conferring Time**

As you circulate the room, look for students who may be having difficulty making a text to self connection. Encourage the students by asking probing questions about the child's personal experiences related to the story.

**Closing**

Gather all students in the gathering area. Have the students you have identified share their text to self connection with the whole group. After sharing remind students that everyone may have a different text to self connection because we all have different experiences.



Follow Lesson Sequence throughout the week.

### **Lesson Two**

Students continue working on their text to self responses from the book read the first day.

### **Lesson Three**

Teacher models a text to self connection from a teacher-read poem and models a written response.

### **Lesson Four**

Teacher models making a text to self connection using a nonfiction book and models a written response.

### **Lesson Five**

Students practice making text to self connections using self-selected books and creating a written response.





# **Response to Literature**

## **First Grade**

### **Summarizing**

#### **Week 3 – Day 1**

#### **Mini lesson goal**

Students will write a summary of a chosen book.

**TEKS:** 1.4 D; 1.10B; 1.12C; 1.14I; 1.19A,B

#### **Materials Needed**

Book from the Resource List

Writing Paper

Pencils

### **Mini Lesson**

#### **Connection**

Help students understand that the favorite part of the story they chose last week is only a part of the story and not the entire story. A summary would be a short retelling of the entire story.

#### **Teach**

Read a selected book to the students. Then model an oral summary of the book. This should be followed by summarizing it in writing on a chart tablet.

#### **Active Involvement**

Ask students to choose a book that they enjoy, possibly one from the Resource List. Have students turn and share with the person sitting next to them the main events of their story. Have a few students share with the whole class.

#### **Link**

Send students off to their desks with their chosen book. They will then write a summary and illustrate it.

#### **Writing time/Conferring time**

As you circulate the room, monitor for students who may be having difficulty summarizing their chosen story.

#### **Closure**

Gather all students in the gathering area. Have selected students share their written summaries.



Follow lesson sequence throughout the week.

### **Lesson Two**

Teacher and students generate a chart of necessary components of a summary. This includes the beginning, two events, and a conclusion.

### **Lesson Three**

Using the generated chart as a guide, students will practice creating an oral summary from a familiar story and will share with a partner.

### **Lessons Four and Five**

Students will work to create a written summary of a selected book using the chart as a guide.



## **Response to Literature**

### **First Grade**

#### **Text to text Connections**

**Week 4 – Day 1**

#### **Mini Lesson Goal**

Students will learn how to compare two previously read stories and make a text to text connection.

**TEKS:** 1.10 A, B; 1.12 G; 1.13 D; 1.14 C; 1.16 B; 1.18 C, E; 1.19 A, B, C

#### **Materials Needed**

Books from the Resource List

### **Mini Lesson**

#### **Connection**

At the end of the story, the teacher will orally model making a text to text connection from the new story to a story read in a previous lesson.

#### **Teach**

Teacher reads aloud a selected book. The teacher models making a text to text connection with a previously read book.

#### **Active Involvement**

Have students think about other connections that can be made with these two books. Ask students to turn to a partner and share with that person their connections. Have a few students share with the whole class.

#### **Link**

Send students off to their desks to think about the two stories they have read and make connections between them. They will write their connections in their notebooks or on a sheet of paper.

#### **Writing time/Conferring time**

The teacher circulates the room monitoring/helping the students with their text to text connections. Select those students who have been following the directions and have good representations of text to text connections.

#### **Closing**

Gather all students in the gathering area. Have the students share their text to text connections.



Follow the Lesson Sequence throughout the week.

**Lesson Two**

Teacher and students generate a Venn diagram to compare two stories.

**Lesson Three**

Students practice making their own text to text connections in their response notebooks with various books.

**Lesson Four**

The teacher reads a nonfiction book and models making a text to text connection to a previously read nonfiction book.

**Lesson Five**

Students practice making their own text to text connections from self-selected books in their response notebooks.



## **Response to Literature**

### **First Grade**

Developing a Rubric

Week 5 – Days 1-3

#### **Mini Lesson Goal**

Students will generate a Response to Literature rubric.

**TEKS:** 1.1A; 1.1E; 1.2A; 1.3A; 1.4B, D; 1.12A; 1.14B; 1.16A

#### **Materials Needed**

Attribute charts

Chart tablet/markers

#### **Before the Lesson**

Review procedures for developing previous writing genre rubrics.

### **Mini Lesson**

#### **Connection**

Review and discuss previous lessons on responding to literature: favorite part, text to self connections, text to text connections and summaries

#### **Teach/Active Involvement**

The teacher and students will create a rubric on a chart tablet using student response similar to previous rubric lessons.

#### **Writing time/Conferring time**

Once rubric is developed, students will select a piece from their notebooks to revise and evaluate using the class generated rubric for responses to literature.



## Response to Literature Rubric First Grade

Student <b>most</b> of the time:	Student <b>often</b> :	Student <b>some</b> of the time:	Student <b>rarely</b> :
<p><i>Favorite Part:</i> Identifies favorite part of a story Describes favorite part orally with elaboration Draws/writes favorite part of story with details Adds text to drawings (as appropriate)</p>	<p><i>Favorite Part:</i> Identifies favorite part of a story Describes favorite part orally with elaboration Draws/writes favorite part of story with details Adds text to drawings (as appropriate)</p>	<p><i>Favorite Part:</i> Identifies favorite part of a story Describes favorite part orally with elaboration Draws/writes favorite part of story with details Adds text to drawings (as appropriate)</p>	<p><i>Favorite Part:</i> Identifies favorite part of a story Describes favorite part orally with elaboration Draws/writes favorite part of story with details Adds text to drawings (as appropriate)</p>
<p><i>Text to Self:</i> Connects the story to his/her own life Connects life to story in response notebook by drawing or in writing</p>	<p><i>Text to Self:</i> Connects the story to his/her own life Connects life to story in response notebook by drawing or in writing</p>	<p><i>Text to Self:</i> Connects the story to his/her own life Connects life to story in response notebook by drawing or in writing</p>	<p><i>Text to Self:</i> Connects the story to his/her own life Connects life to story in response notebook by drawing or in writing</p>
<p><i>Summarizing:</i> Creates a summary that includes beginning, two events and ending Includes main characters, setting and problem/solution</p>	<p><i>Summarizing:</i> Creates a summary that includes beginning, two events and ending Includes main characters, setting and problem/solution</p>	<p><i>Summarizing:</i> Creates a summary that includes beginning, two events and ending Includes main characters, setting and problem/solution</p>	<p><i>Summarizing:</i> Creates a summary that includes beginning, two events and ending Includes main characters, setting and problem/solution</p>
<p><i>Text to Text:</i> Finds connections between one book and another Connects two texts in response notebook through drawing or in writing Uses a Venn diagram to compare texts</p>	<p><i>Text to Text:</i> Finds connections between one book and another Connects two texts in response notebook through drawing or in writing Uses a Venn diagram to compare texts</p>	<p><i>Text to Text:</i> Finds connections between one book and another Connects two texts in response notebook through drawing or in writing Uses a Venn diagram to compare texts</p>	<p><i>Text to Text:</i> Finds connections between one book and another Connects two texts in response notebook through drawing or in writing Uses a Venn diagram to compare texts</p>

